DOCUMENT RESUME

ED 255 738 CE 041 272

TITLE	The Challenge Is Yours. WBVTAE Leadership Identification Program. Projects Completed by Participants 1982-1984. Resources for Instruction, Student Services, Economic Development, Staff Development, Marketing, Research.
INSTITUTION	Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE	84
NOTE	77p.
PUB TYPE	Reports - Descriptive (141) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Abstracts; *Adult Education; Ancillary School Services; Certification; Curriculum Development; Economic Development; Educational Research; Followup Studies; Instructional Development; Labor Relations; Leadership; Marketing; Postsecondary Education; *Professional Development; Program Descriptions; *Research and Development; Secondary Education; Staff Development; Systems Development; Teacher Certification; *Technical Education; *Vocational Education
IDENTIFIERS	*Leadership Identification Program

ABSTRACT

This resource guide contains descriptions of 47 projects and 13 professional growth activities conducted between 1982 and 1984 under the auspices of the Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE) Leadership Identification Program. Included among those projects described are efforts related to the following areas: instructional and curriculum development, student services, economic development, staff development, staff certification, labor and management relations, marketing, technical and systems development, and research and follow-up. Each project description contains some or all of the following: the project title; a statement of goals and objectives; an abstract that includes information on such topics as background, methodology, activities, and process; a summary of the results of the project; and the name and address of a project contact person. (MN)

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ED255738

THE CHALLENGE IS YOURS

PROJECT: 19.008.150.314

WBVTAE LEADERSHIP IDENTIFICATION PROGRAM

PROJECTS COMPLETED BY PARTICIPANTS 1982-1984

Resources for

Instruction
Student Services
Economic Development
Staff Development
Marketing
Research

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Wisconsin Board of Vocational, Technical and Adult Education
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Vital To America's Economy

Dr. Robert P. Sorensen
State Director

THE STATEWIDE LEADERSHIP IDENTIFICATION PROGRAM

The Leadership Identification Program, sponsored by the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE), acknowledges that women, minority and handicapped individuals are underrepresented in VTAE leadership positions, and it provides experiences which will help to expand their options.

Through a structured mentor/mentee relationship, the implementation of a professional growth plan, an orientation meeting, a four-day management training workshop, and a follow-up meeting, the program addresses two general elements which limit leadership opportunities and management appointments for these groups: (a) a person's own image of what his or her role and behavior should be, and (b) the stereotypes others have of them.

The purpose of the Leadership Identification Program, then, is twofold:

(a) to provide individuals with in-depth, formal and informal management training opportunities which help prepare them to assume leadership roles, and (b) to break down stereotypes and contribute to an environment which supports equal opportunities.

The program has gained momentum and support. Fourteen districts and the WBVTAE participated in 1983-84, up from nine districts, the WBVTAE and the Wisconsin VTAE District Consortium in 1982-83. Forty-four mentees were selected for 1983-84, up from thirty in 1982-83. District One VTAE received a grant from the Women's Education Equity Act Program to implement a local LIP. And, the Wisconsin Department of Transportation adapted this program for its entire department, hiring a half-time staff person to implement it.

For more information on the program contact Mary Thompson, Sex Equity Consultant, Wisconsin Board of Vocational, Technical and Adult Education, 4802 Sheboygan Avenue, 7th Floor, P.O. Box 7874, Madison, Wisconsin 53707. Phone: (608) 266-7848.

The Wisconsin Board of Vocational, Technical and Adult Education is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title IX of the 1972 Education Amendments and Section 504 of the 1973 Rehabilitation Act. It is the policy of the WBVTAE not to discriminate on the basis of race, color, national origin, creed, sex, age, handicap and arrest or conviction record in employment or on the basis of race, color, national origin, sex or handicap in education programs, admissions and activities. Coordination of Title IX and Section 504 have been assigned to the Affirmative Action Officer. Inquiries regarding equal opportunity may be directed to Affirmative Action Officer, 7th Floor, Hill Farms State Office Building, 4802 Sheboygan Avenue, P.O. Box 7874, Madison, Wisconsin 53707. Phone: (608) 267-9540.

Introduction

This resource guide represents a wealth of information and experiences which will be of great value to your district. Resources include the development of an interactive video package titled: Management Training for Strengthening Occupational Program Advisory Committees, a six-month promotional plan for educational alternative delivery system, a career exploration curriculum titled "Computers and Crystal Balls: Career Planning for the Future," a program titled PATHS (Pre-Academic Technical Highway to Success), and a pilot work analysis study for the Support Staff Divisional Office.

The personal growth activities described in Section II demonstrate an approach to staff development which you may want to adapt for more of your district staff.

Use this and the people listed within it. They are eager to share their knowledge and experiences with you and may very well be excellent speakers for staff in-service training.

It is organized according to general categories for easy reference. It includes projects developed between 1982 and 1984, which is why the reporting format for each varies a bit. The person who completed the project is listed with each description.

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FORM A

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

PATHS (Pre-Academic Technical Highway to Success)

GOALS AND/OR OBJECTIVE(S):

PATHS was designed to help students enter their programs of study at Waukesha County Technical Institute with more confidence and more competence, by providing them with the means to upgrade their skills before they enter their courses.

DESCRIPTION (this could include background information, methodology, activities, process,etc.):

This program offers different routes for preparing to enter vocational/technical training programs. Short-term pre-tech, a self paced, individualized program, was developed for students who have good basic reading, writing, math and science skills, but need a short term review to bring their competencies up to the levels needed to be successful in their areas of study. Review courses in algebra, geometry, physics and chemistry are offered.

Long-term pre-tech is a path designed to provide support for the student who has been out of school for a number of years, or for the student who lacks certain basic skills necessary to be successful in his/her vocational/technical program. Long-term pre-tech will operate on a year-round, open entry system, composed of six week modules, the major part of which will be taught in the classroom. It will include preparation in areas such as basic science, study skills, and basic electricity. An introduction to program areas will also be offered, serving as a preview to what specific vocational/technical programs entail and what employment in these areas is really like.

RESULTS:

PATHS will open its classes on June 11, 1984. At this time, from all indications, it will be a true asset to the total academic setting of Waukesha County Technical Institute.

CONTACT:

Name Susan M. Barrett District Waukesha Phone (414) 691-5210

Address 800 Main Street, Pewaukee, WI 53072

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Implementation of a school store/gift boutique lab as a required course or elective for students in our marketing program.

GOALS AND/OR OBJECTIVE(S):

1. Provide our students with actual "hands-on" experience in all areas of operating a small retail store.
2. Provide work experience for our marketing students.
3. Provide a promotional tool for both our program and the school.
4. Use as a recruitment tool for our program.
5. Provide instructor(s) with actual "hands-on" experience and updating in the retailing area.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

Steps in setting up the school store/boutique lab:

1. Meet with mentor and division management to set up basic objectives of the store.
2. Visit school store operations in other technical institutes.
3. Write up a proposal.
   A. Include:
      1. Abstract
      2. Purpose
      3. Need
      4. Benefits
      5. Implementation
         a. staffing
         b. curriculum
         c. evaluations
         d. course construction
         e. facility
         f. costs
         g. sales
         h. units of instruction
         i. miscellaneous
4. Meet with advisory committee with proposal. Get their input.
5. Meet with top management -- get their input.
6. Final proposal -- meet again with all people involved to get the final proposal ready.
7. Present final proposal to management for acceptance or rejection.

RESULTS:

In may of 1984 our proposal for the school store/boutique lab was given final approval. Hopefully we will open in about November of 1984. My students have already selected a name for it "F.T.C." This summer I will be writing curriculum, ordering

some merchandise, ordering display fixtures, setting up basic bookkeeping, and learning to use the IBM "retailer" cash register we will be using in "E.T.C." When school starts, students enrolled in Retail Store Operations I will be setting up and operating a retail gift boutique, doing everything from promotion, buying, selling, accounting, etc.

CONTACT:

Name Kirsten Mence District Moraine Park Tel. No. 414-922-8611

Address 235 N. National Ave., Fond du Lac, WI 54935

MT/rma
7/17/84

FORM A
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TITLE OF PROJECT/SPECIAL ASSIGNMENT:

New Program Investigation -- Commercial Art

GOALS AND/OR OBJECTIVE(S):

a) Research enrollment/placement status of existing programs.
b) Survey curriculum in existing VTAE programs and other 2-year colleges.
c) Identify instructor qualifications.
d) Research potential job opportunities in Nicolet District, also Northern Wisconsin.
e) Identify potential advisory committee (or sources of membership for an advisory committee).

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

Over the past years Nicolet has had increasing interest by individuals in its district in the Commercial Art and related areas.

RESULTS:

Material and information is not conclusive at this time.

CONTACT:

Name T. Hasken District Nicolet Tel. No. 715-369-4478

Address P.O. Box 518, Rhinelander, WI 54501

MT/rma
7/17/84

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FORM A
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TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Computers and Crystal Balls: Career Planning For The Future

GOALS AND/OR OBJECTIVE(S):

- Develop leadership skills through development and use of a program on technological change as it is affecting career planning.
- Gain familiarity with what is presently available in this area -- meeting with numerous related committees, Research and Planning and local secondary staff on current career planning directions, methods.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

- Research books and articles on technological change's impact on career planning and implications for adequate preparation.
- Prepare paper, AV materials, arrange for presentation of program.
- Set up meetings with mentor, other Gateway managers, committees, departments and attend all general board meetings.

RESULTS:

- Developed and utilized project with several groups (and will continue to use it through the next school year).
- Analyzed goal setting procedures and futuristic plans (trends) of the school.
- Observed and discussed organizational structure and leadership styles/effectiveness toward understanding and improving my own leadership style/techniques.
- Learned much more about the overall operation of the institution especially which departments have power to determine what and the significance of budget considerations/constraints.

CONTACT:

Name Jean Henderson District Gateway Tel. No. 414-656-6957

Address 3520 - 30th Avenue, Kenosha, WI 53141

MT/rma
7/17/84

PROJECT: Evaluation of Adult Continuing Education Programs

OBJECTIVES: To investigate past, present and future district activities in the evaluation of Adult Continuing Education for compliance of policy 80-13.

To make recommendations as to future district activities in the evaluation of Adult Continuing Education.

To enable district Adult Continuing Education Administrators to share procedures and instruments for the evaluation of Adult Continuing Education programs.

METHOD: This study dealt with past, present and future evaluation activities in the Adult Continuing Education (ACE) programs. ACE programs involve a variety of campus and off-campus operations in VTAE districts. The primary functions of ACE include ascertaining education and training needs of individuals, business, industry, agriculture and government; providing consultative services; and delivering educational offerings and services.

RECOMMENDATIONS:

The district evaluation plan should adequately address ACE programs.

Districts should continue with a comprehensive variety of monitoring and screening activities.

Results of on-site evaluations are most useful when the evaluation takes place one year prior to the North Central Accreditation Association evaluation.

Through a group effort, the present evaluation model should be updated to include other aspects of ACE, such as economic development.

The present model should be modified to allow for a reduced time and financial commitment option.

District ACE Administrators should examine Dr. Alan Knox's recommendations regarding sampling of impact appraisal activities for their application to ACE programs.

CONTACT: Nina Jo Look
Wisconsin Board of Vocational, Technical and Adult Education
4802 Sheboygan Avenue - 7th Floor, P. O. Box 7874
Madison, Wisconsin 53707
(608) 266-1700

PROJECT: Evaluation of Alternative Learning Systems Applications

GOALS: The goals of this project are to develop a model for evaluating the application of Alternative Learning Systems within a VTAE district; to implement this plan; and to apply the evaluation results to continued application and development of alternative learning systems within the Moraine Park Technical Institute District.

RESULTS:

1. The model for evaluation contains the following elements:

   Screening Model for the Evaluation and Adaptation of Prepared Instructional Television Courses

   Model for Evaluating Enrollment, Completion, and Cost Data

   Student Evaluation Instruments for Instructional Television, Telephone Teleconference Courses, and Self-Directed Learning Courses

   Instructor Evaluation Instrument for Alternative Learning Courses

2. The student and instructor evaluation instruments were piloted during the Spring 1983 Semester. A report summarizing these results is being prepared.

   The enrollment, completion, and cost data have been gathered. The analysis of the data will be done in September, 1983.

   Data gathered through the evaluation process is being applied in planning for future inservice of instructors and in decision-making about future applications of alternative learning.

POTENTIAL FOR ADAPTION ELSEWHERE:
The model should have potential for application within VTAE districts which are developing alternative learning delivery systems.

CONTACT: Judith Neill, Supervisor
Alternative Learning
Moraine Park Technical Institute
700 Gould Street
Beaver Dam, WI 53916
(414) 887-1101

PROJECT: Utilization of Microcomputers in the Business Division at Western Wisconsin Technical Institute

PURPOSE: As a result of the emphasis on information processing and increased interest and use of microcomputers in small businesses and personal use, there is a need to develop long-range plans to incorporate additional microcomputers and appropriate software into the business curriculum at Western Wisconsin Technical Institute. Therefore, the major goal of this project was to determine the most effective method of utilizing microcomputers in the various instructional areas of the Business Division.

METHOD: Analyses were conducted to evaluate facilities, equipment, software, staffing, and instructional staff development.

RECOMMENDATIONS:

1. The first floor of the Business Education Building would be an appropriate site for a microcomputer laboratory facility after the Student Services offices are relocated.

2. There is an immediate need for a 25-station microcomputer classroom for Fall 1984 and one of equal size for Fall 1985 for basic and specialized microcomputer instruction. Two additional classrooms of 25 stations each should be provided by 1986 for word processing and keyboarding instruction.

3. To adequately meet the needs of information processing, microcomputer instruction using appropriate software should be made available to students in business programs and other occupational areas for activities such as data processing, accounting, electronic filing, simulated management and financial decision-making situations, keyboarding, word processing, machine transcription, and electronic machine calculation.

4. Until more microcomputer facilities are available, several microcomputers should be located in the Secretarial Science Department for word processing instruction in addition to the stand-alone word processing equipment that presently exists.

5. Short-term, self-study units should be made available through evening school and adult continuing education to meet enrollment needs of individuals and business people in the community who wish to gain microcomputer instruction for personal use and small business applications.

6. Keyboarding instruction should be offered through the Secretarial Science Department using typewriters with a gradual transition to microcomputers.

7. Additional studies should be made to determine the feasibility of replacing most of the existing typewriters and electronic calculators in the Secretarial Science Department with microcomputers.

8. Classes should continue to be offered in microcomputer instruction to interested staff members to develop competency using microcomputers and a variety of software for classroom instruction and classroom management.

CONTACT: Jane Rada, Instructor
Business Division
Western Wisconsin Technical Institute
LaCrosse, WI 54601
(608) 785-9219

PROJECT: Advisory System for Health Occupations Special Students

GOAL: To improve the advisory system for Health Occupations Special students who wished to pursue part-time study prior to beginning their occupational course sequence.

METHOD: A questionnaire was administered to 92 current full-time health occupations students who had taken courses prior to beginning their occupational sequence. A similar questionnaire was administered to 68 part-time students who anticipate enrollment in a health occupations program, but who have not yet begun their occupational sequence. The questionnaire gathered data regarding reasons for part-time study, courses selected, length of part-time status, and academic advisement during this time.

A framework for curriculum prescriptions was developed, and with input from each Health Occupations Program Head, courses were clustered according to sequence and timeframe prior to beginning the occupational sequence. Prescriptions were developed for the 11 full-time health occupations programs.

The present procedure for Health Occupations Special students was examined, problems were identified, and modifications in the procedure proposed.

RESULTS: A system was developed in which students will be notified of their preadmission status, academic advisement is built into the registration process; advisors have prescriptions for each program; and controls are proposed to assure implementation of this system.

The prescription format could be adapted to any other curriculum. The increasing numbers of part-time students anticipating enrollments in full-time programs necessitate improved academic advisory systems for these individuals.

CONTACT: Monna Thompson
Western Wisconsin Technical Institute
Sixth and Vine Streets
LaCrosse, Wisconsin 54601
(608) 785-9255

PROJECT: Granting VTAE Credit for Life/Work and Previous Academic Experience.

GOAL: To update and expand the district procedure which grants credit for life/work experience and for course work or training through other organizations, agencies, or academic institutions.

OBJECTIVES: Relevant to the district procedure for granting VTAE credit for previous formal or informal learning experience, to

1) assemble data on policies, procedures, and attitudes currently existing
2) elucidate possibilities for updating and expanding the district approach
3) function as a clearing house for collection and dissemination of pertinent information and as a resource center for those responsible for decision-making.

PROCEDURE: Information gathering for the project began with a review of available literature and in-depth interviews of key people. In addition to producing factual data, these revealed discrepancies of perceptions existing among departments and between levels of service. Out of this grew the realization that it was crucial to include in the project something designed to develop new perceptions of need and possibilities for improvement.

The Delphi Technique, a research approach involving several rounds of information gathering, was chosen as an appropriate tool. Round I, as it developed, surveyed people importantly involved in assessment of credits. The questions used were open-ended, intended to elicit a variety of opinions and issues. From those, the Round II survey was prepared, framing the key issues in a 60-item opinionnaire. While time consuming for the respondents, the depth of questioning in Round II forced participants to grapple with issues and think through the ramifications of decisions. Thus, it served as an educative process for the twenty participants.

Results of the Round II survey were tabulated to reflect majority opinions. Data exists for more sophisticated statistical analysis but has not been needed in the present project. A narrative of the findings has been prepared for subsequent committee work, along with a compilation of the wealth of materials gathered from the literature and other agencies.

RESULTS: The informational and educational aspects of this project are now completed. What remains is to meet with administrative staff as they work through policy and procedural change. This is scheduled to take place in late summer or early fall, 1983.

REPLICATION: The instruments developed in this project are available for replication or adaptation elsewhere. Also available are a bibliography and narrative reports.

CONTACT: Betty Bowers, Instructor
North Central Technical Institute
1000 Campus Drive
Wausau, WI 54401
(715) 675-3331, Ext. 384

PROJECT: Identification of Potential Non-Persistors; Impacts of Intervention Techniques on Retention

STATEMENT OF THE PROBLEM:

The purpose of this project is to develop intervention techniques, unique to each program that would improve services to students.

OBJECTIVES:

1. This project will provide profiles of non-persistors.
2. This project will provide staff and administration with information relating to how students feel about services at NWTI, both direct and supportive.
3. This project will assist staff in developing intervention techniques that might increase retention.
4. This project will initiate what could be an ongoing assessment process for each program.

METHOD:

Withdrawal forms were reviewed to determine peak withdrawal time in each semester. A questionnaire was developed for distribution to students just prior to this time. This questionnaire was used in a pilot study in May of 1983. It was administered through Communication Skills Classes at both vocational and associate degree levels. The results of this pilot study are included in this abstract.

The major project will be initiated in the fall of 1983, exact time to be determined by the peak withdrawal period for Semester 1 of 1982. Questionnaires will be distributed through Communication Skills Classes. After the results are tabulated, one division will be selected for special attention. The writer, with the cooperation of the coordinator, will give the findings of the questionnaire to staff members in each program. Meetings will be held to consider possible intervention techniques for improved services and retention. It is the intention of the writer to incorporate these activities into the long range district plan. If successful, this procedure will be followed with all divisions and become part of an ongoing evaluation process.

FINDINGS:

The sample is too small to draw any definite conclusions. Based on data collected to date, however, some general statements can be made.

1. Students feel that instructors are helpful and present material in understandable form.

2. Good relationships exist between instructors and students.

3. Students are aware and use the services of job placement and financial aids.

4. While a positive relationship appears to exist between students and instructors, students do not feel that all staff are concerned about them.

5. Based on these responses, the students are not aware of or are not using the counselors for assistance in planning programs, career guidance or dealing with personal problems.

6. Students expressed positive attitudes about campus regulations, student activities and student to student relationships.

When the full-scale study is conducted, the questionnaires will be tabulated by computer and specific statements can be made regarding the findings.

CONTACT: Sonya Murphy, Counselor
Northeast Wisconsin VTAE District
2740 West Mason Street
Green Bay, WI 54303
(414) 497-3111

FORM A

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Interactive Video: Management Training for Strengthening Occupational Program Advisory Committees

GOALS:

To prepare a mediated management training material sample.

To present this sample to groups of interested individuals.

DESCRIPTION:

Read "Strengthening Occupational Program Advisory Committees."

View videotapes of Management Training Workshop

Review literature.

Write scope and sequence of full training package.

Develop materials for sample unit. This includes written objectives, videotape and workbook for one module.

Field test sample.

Suggest possible implementation plan and potential funding requirements for the full package.

RESULTS:

Module 8, "How Does the Manager Analyze Target Jobs Relative to Advisory Committee Membership?", has been completed and made available for sale as interactive video training materials. This is one of twelve modules designed for the training of new managers in the area of strengthening occupational advisory committees. This module is to be demonstrated to interested groups and funding sought to complete the series.

CONTACT:

Crystal Anderson
North Central Technical Institute
1000 Campus Drive
Wausau, WI 54401
(715) 675-3331

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FORM A
(Keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Moraine Park Technical Institute District Occupational Extension Food Service Program - Hotel/Restaurant

GOALS AND/OR OBJECTIVE(S):

- Contribute to Moraine Park Technical Institute's Economic Development Program.
- Assess the continuing educational needs of the Food Service Industry in our district.
- Respond to the needs of the industry with several innovative programs whereby a continuous long-range program can be built.
- Gain knowledge, experience and skill in the leadership role.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

Background work included: a needs assessment study; industry contacts via personal and telephone interviews; resource search; instructor search (predominately MPTI persons with expertise in specific subject areas). Two programs were planned, promoted and implemented. A one-day District Food Service Workshop at the Fond du Lac campus included a general session in the morning addressing communications and positive customer service while the afternoon offered a selection of special interest mini-workshops. The second one-day workshop offered two four-hour food preparation courses taught by MPTI Food Service Instructors. Evaluations throughout.

RESULTS:

- Positive contact and communication with industry personnel, good response to the workshops offered and excellent evaluations from participants verified that a long-range program is needed and would be supported by the industry. Such a program will be implemented.
- Several establishments requested "on-site" training programs. We will be answering those requests.
- MPTI staff workshop presenters were enthusiastic and rated as excellent by program participants. Instructors anticipate enhancing their partnership with the industry through these programs.
- Immediate and long-range needs of the industry were identified.
- A number of excellent resources were identified.
- The entire project was a very enjoyable and valuable learning experience for me.

CONTACT:

Name Rita Dieter District MPTI Tel. No. 414-922-8611

Address 235 North National Avenue, Fond du Lac, WI 54935

MT/rma
7/17/84

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Capital Equipment Procurement Plan for the WCTI Foundation, Inc.

GOALS AND/OR OBJECTIVE(S):

To help foster economic development and cooperative arrangements by increasing the visibility and effectiveness of the WCTI Foundation's capital procurement plan.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

1. Determine major equipment needs of all Program Coordinators
2. Determine types and names of business/industries who would be interested in giving support to WCTI for said equipment
3. Prepare a mailing list of targeted companies
4. Prepare a marketing letter to solicit needed equipment

RESULTS:

A memorandum to the Division Chairmen describing my project and requesting their assistance in determining the equipment needs within their division which the WCTI Foundation might be able to procure through donations resulted in invitations to meet individually with Program Managers and to make presentations at Division meetings. The cooperation and enthusiasm by many was very encouraging. A prioritized listing showing equipment desired, the manufacturer, programs utilizing equipment, number of students enrolled in programs, and companies utilizing graduates of those programs was inputted on an IBM Display Writer to allow for additions and subtractions. This report was then submitted to the Assistant Director for Instructional Services for his evaluation. A proposal letter to encourage targeted companies to consider donations or support in aiding WCTI to obtain the equipment was prepared. On June 26, 1984, a presentation was made to the WCTI Foundation Board showing the progress we had made and obtaining their approval to continue in this project.

CONTACT:

Name Emily Pade District Waukesha County Technical Inst. Tel. No. (414) 691-5596

Address 800 Main Street Pewaukee, WI 53072

MT/rma
6/1/84

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Basic Skills--Business/Industry

GOALS AND/OR OBJECTIVE(S):

Contact business/industry within NWTI's district to develop an awareness in the private sector for the need for instruction in Basic Skills and the availability of on-site instruction through NWTI.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

There is a need for upgrading Basic Skills of employees so that they can adapt to the technical changes in business and industry. This project was part of a Federal Project that is in place in several districts throughout the state. A brochure describing our services to the community was developed, as well as a video brochure. Invitations were sent as a bulk mailing and presentations were made to community groups. Direct mailings were sent with leads from the newspapers.

RESULTS:

NWTI has several Basic Skills classes on-site at businesses with several more slated to begin this fall. We have also developed a"Video Brochure" that can be used as a promotion and to show what had been done successfully on other business/industry sites.

CONTACT:

Name Patricia Gille District NWTI Tel. No. 336-2262

Address 3511 Delahaut St., Green Bay, WI 54301

MT/rma
6/1/84

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Spring Business Workshop, Moraine Park Technical Institute, West Bend Campus, April 7, 1984

GOALS AND/OR OBJECTIVE(S):

Economic development, specifically to:

1. Expand, enrich, and enhance the economic base of MPTI residents, particularly those in the south region of the district.
2. Enable entrepreneurs to initiate and operate new businesses, especially home industry, and continue to successfully operate those already established.
3. Acquaint those entrepreneurs with information & training available through MPTI.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

Local businesspersons and specialists in advertising, marketing, and financing were contacted to present the one-day program. Four entrepreneurs shared their experience and insights; a West Bend bank president, the advertising and general manager of the West Bend News, and an account executive of the local radio station were presenters, as well as an MPTI accounting instructor. U.S. Small Business Administration representatives described special aids and services.

RESULTS:

Forty men and women attended the one day workshop; some husband/wife teams, some father/son; some in established businesses, others were considering one. Response to the presentations and information was favorable; some comments: "Good diversity of subjects; panel was informative and stimulating; liked the varied backgrounds, business, length of their experience years." This one day workshop enabled me to get an initial pulse of the small business & home industry community to determine needs for additional information and specialized training. I sensed a genuine 'sharing-caring' attitude between established businesspersons and novices. The survey and evaluation form indicated requests for more classes in both Business Management and Skills. Therefore, the course, Home Industries; Management will be offered in August 1984 on the West Bend Campus. This workshop was recognized by the U.S. Small Business Administration for its outstanding program. A plaque was presented at the West Bend Chamber Exchange on June 26, 1984. Only two VTAE districts in the state received this award this year.

CONTACT:

Name Claire Ciha District MPTI Tel. No. 414-334-3413, ex. 32

Address 2151 N. Main, West Bend, WI 53095

MT/rma
6/1/84

FORM B
(keep to one side of one page)

Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

- To become more aware of the VTAE system and the operation of my individual district.
- To become more involved in the area of economic development.
- To organize the completion of the district's needs assessment for La Crosse County and develop a marketing strategy as a result of the survey. (This objective was started, but has not been completed.)

MAJOR ACTIVITIES:

- Attended a 2-day workshop on developing marketing strategies.
- Made contacts with local and state officials who are involved in economic development for Wisconsin.
- Organized and conducted a workshop for the district on funding sources and help that is available to small businesses and communities. As a result, established contacts with local Chamber of Commerce officials and economic development officials.
- Organized a "sales training" program for area outreach specialists and coordinators to increase their abilities and knowledge on how to sell our services to business and industry.

RESULTS OR IMPACT (how have these activities assisted or affected you):

- Developed more contacts within various communities. As a result, I expanded my knowledge of what the various communities are doing in area of economic development; developed potential partners for joint activities on future projects.
- Increased my knowledge in area of marketing educational institutions. I hope to use this knowledge in completing the part of the project on completing the needs assessment and developing a marketing strategy.

CONTACT:

Name Kada Bush District Western Wisc. Tel. No. 608-785-9144

Address Sixth and Vine Streets, La Crosse, WI 54602-0908

MT/rma
7/17/84

PROJECT: High Technology Seminar for Educators

PURPOSE: For my Leadership Identification Project, I co-chaired the Steering Committee for the High Technology seminar for Educators. My co-chairman was Dr. Sam Poernacciaro, Associate Dean of Faculty at the University of Wisconsin--Parkside.

The goals of the conference and hence my project goals were:

1. Definition of high technology and its impact on our future as educators.

2. Inform educators relative to high technology trends and resources available.

3. Inform educators on teaching methodology using high technology equipment.

4. Utilize key instructional managers to articulate high technology's educational needs and problems associated.

5. Inform educators about the educational preparation of students for high technology careers.

METHOD: The Steering Committee was composed of representatives from various agencies and educational institutions including Gateway Technical Institute, University of Wisconsin--Parkside, Carthage College, Kenosha Unified, Wisconsin Board of VTAE, DPI, University of Wisconsin--Stout, UAW, Kenosha Area Labor Management Council, Kenosha Area Chamber of Commerce, and Kenosha Manufacturers' and Employers' Association. Each committee member assumed responsibility for a variety of activities such as identifying and contacting speakers, exhibitors, program, conference location, etc.

RESULTS: The conference was held at Carthage College on May 6-7. Optional tours to Johnson Wax and American Motors were available starting at 1:00 p.m. Registration began at 3:30 followed by a keynote address and concluding with dinner that evening. We had approximately 150 registrants. Saturday's program began with a keynote speaker at 9:00 a.m. Back-to-back sectionals were held at 10 and 11 a.m. Participants indicated their first and second choices on their registration form and assignments were made based on those choices. The day concluded, after lunch and a luncheon speaker, at about 3 p.m.

Evaluation forms were completed and the response was very positive. The general consensus seemed to be the need to continue this kind of activity, and it is the Steering Committee's desire to do so.

Contact: Patricia Holy
Business Education Coordinator
Gateway Technical Institute
1001 South Main Street
Racine, Wisconsin 53403
(414) 631-7409 or 631-7300

PROJECT: "Meet Your Partners" Economic Development Package
1982-83

GOALS: To publish a state-wide economic development package ("Meet Your Partners") designed to retain and attract business/industry to Wisconsin, illustrating the high quality of vocational education in the state; with special emphasis on "Quick-start", customized, and on-going training to meet the specific needs of business/industry.

OBJECTIVES:

1. To brainstorm, conceptualize, and design a state-wide VTAE economic development package.
2. To present the project concept to the staff and district directors for the purpose of gaining their input, willingness to participate, and financial commitment.
3. To communicate with the individual districts regarding guidelines for copy and photos, contact people, and project deadlines.
4. To select the most qualified and cost-efficient printer.
5. To collect all materials (copy/photos from districts and background information from the state office), and to typeset, paste-up and proofread the sixteen brochures and one folder.
6. To print and mail Economic Development materials, and to bill the districts and state office for their costs.
7. To evaluate the effectiveness of the project, with special attention to improvements/corrections that could be made to enhance future projects of this type.

RESULTS: Promoted inter-district state-wide cooperation in the development of critically needed materials; publicly presented WVTAE as a unified, cohesive system through materials that are complementary to each other as a "package" -- while maintaining the individuality and uniqueness of each district; and for the LIP participants, benefitted from the opportunity to work with administrators in accomplishing this comprehensive goal.

SUMMARY: In the process of evaluating this project, we identified several areas that could be improved. However, we feel that our fundamental approach could be successfully used in future state-wide projects.

In general, the success of a state-wide project depends on the commitment of the individual district's resources, realistic deadlines, flexibility in terms of working within a diverse system, and strong leadership and coordination skills on the part of the districts overseeing the project.

CONTACT:

Barbara Howard-Duwel
Waukesha County Tech. Inst.
800 Main Street
Pewaukee, WI 53072
(414) 548-5448

Maureen McClone
Milwaukee Area Tech. College
1015 North 6th Street
Milwaukee, WI 53203
(414) 278-6864

PROJECT: Identification and Needs Assessment of Business/Industrial Users of NWTI's Product Testing Lab

PURPOSE: To identify those businesses and industries, in the Northeast Wisconsin Technical Institute District, that might benefit through utilization of the Product Testing Lab at NWTI, assess their respective present and future needs, analyze the present lab facilities and curriculum and adapt/develop learning packages and user services to facilitate those needs. Typical businesses include apparel retailers, drycleaners, drapery manufacturers, glove manufacturers, etc.

METHOD: Initially, I knew I had quite a task ahead of me, as I was not seeking a sampling of data, but rather the opportunity to touch base and systematically collect data on all potential users of our facility. What appeared to be miles of "finger-walking" through yellow pages, in an attempt to group and locate names and addresses became, instead, another facet of this project.

NWTI, through the use of the state DILHR UC File, was in the process of completing the initial phase of the Economic Development System, which is written for an IBM System/38 and designed to provide a data base of all employers and businesses within the NWTI District. Among the many benefits, this system provides statistics by the Standard Industry Code and combinations within municipality codes, displaying such information as the type of business, address, telephone number, the key person, additional employees, etc.

This system is ideally suited to this type of project. Because it is so new, however, it is necessary to update many of the files before I can assemble and distribute the data collection instruments. At present, I am updating a hard copy Alpha list for twenty-two SIC Groups and will soon be able to update, on-line, all of those businesses. In so doing, I will be making contact with approximately 250 businesses.

CONTACT: Judith Kraft
Business and Marketing Instructor
Northeast Wisconsin Technical Institute
2740 West Mason Street
Green Bay, Wisconsin 54303

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Researching Professional Growth and its Inhibitors for Clerical/Secretarial/General and Paraprofessional/Technical Employee Groups.

GOALS AND/OR OBJECTIVE(S):

1. Identify the needs of these groups relating to professional growth.
2. Solicit employee input concerning ways to achieve this growth.
3. Identify barriers that the employees perceive which prevent them from accomplishing professional growth.
4. Forward a report detailing this information to administration for evaluation.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

1. Met with task forces from each group to get ideas of the training needs, from which a survey was developed, distributed, and rated.
2. Circulated another survey to all members of these groups to determine inhibitors (barriers) they perceived.
3. Will circulate a follow-up survey to focus on specific high-ranking concerns.
4. Will develop a report to summarize this data.

RESULTS:

1. First survey was tallied according to employee categories, and rank ordered according to most desired training, activities, etc.
2. Second survey was tallied to identify the greatest barriers. High-ranking concerns were extracted for further clarification in the third survey.
3. Third survey was designed to relate specifically to the components which posed the greatest problems. Once tallied, it will be incorporated into the final report.
4. The report and survey data have not been completely compiled at this point in time (projected completion date is 9/84).

CONTACT:

Name Betty L. Pound District NCTI Tel. No. 715-675-3331

Address 1000 Campus Drive, Wausau, WI 54401

MT/rma
7/17/84

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Caryl Lehto
V/ITI - Superior

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

A survey of supplementary training needed for new supervisors as identified by current supervisors in the Wisconsin Vocational System.

GOALS AND/OR OBJECTIVE(S):

1. Identify areas of potential need where additional assistance could be offered to a new supervisor.
2. Develop resource suggestions to supplement those needs.
3. Develop a short check list of areas to be covered in the formal orientation program.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

Developed a survey by using the supervisors job description, current evaluation tool and a search of the ERIC Files to ask what degree of assistance a new supervisor needed from his/her superior in the areas of 1) general supervision, 2) school as an Ecological System, 3) creative problem solving, 4) staff development, 5) long-range planning-collaboration, and 6) personal growth/development needs.

RESULTS:

Find that 57 percent of new supervisors have a M.S. or M.A.. 60 percent became supervisors in 30-37 year age range, 59 percent have been in supervision ten years or less. Have not finished looking at all of the data but tentatively looks like Masters prepared or higher view themselves as either not needing assistance in most areas surveyed or needing skill refinement beyond what classroom/practicum provided. Many written comments indicate a need for a mentor-mentee relationship in that first year of work. Will have final report done by September.

CONTACT:

Name Caryl Ann Lehto District Wis Indianhead Tel. No. 715-394-6677
Address 600 N. 21st st, Superior, WI 54880

MT/rma
6/1/84

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Pilot Work Analysis - Support Staff Divisional Office

GOALS AND/OR OBJECTIVE(S):

Analyze and identify functions, work flow and tasks of support staff in pilot department. Analyze support staff as it presently exists in relation to differentiated levels, types of responsibilities and job variances.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

The initial phase was the development of a questionnare to be completed by both Support Staff and their supervisors. It attempted to identify functions from each prospective, special conditions which may or maynot make the job unique, special skills necessary and each individuals perspective of their job and the time spent of their specific functions. From these questionnaires, a comprehensive list was formed to identify all functions and tasks within one particular position. These functions were then all flow charted in detail showing all tasks, decision points and inter-relationships with other personnel.

RESULTS:

The functions of the pilot divisional office have been identified and the various steps and decision points have been flow charted. (This took considerable time - much more then anticipated) The measurement of the per cent of time spent on each function will be continued during the summer months. The value of the entire project to date has been that it identified flows of work within the division. It also give the individuals involved a greater awareness of their entire responsibility. The Cabinet of NWTI management is currently discussing what direction and how comprehensive the study should continue. It became evident that a study of this magnitude will need additional support. It became evident that the flow-charting of the functions was very informative to the supervisors. It helped them understand the entire process which the support staff person was responsible for, where decision points were, where problem points were and how complicated some functions were. It also became evident that these flow charts should be used as a basis for developing standardized systems throughout the District. Management also was satisfied that the positions analyzed were correctly classified within our Operational Unit.

CONTACT:

Name Mary Steffen **District** NWTI **Tel. No.** 414-498-5583

Address 2740 W. Mason, Green Bay, WI 54303

MT/rma
6/1/84

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FORM A

Title of Project/Special Assignment

A Model Professional Development/Mentorship Program for women seeking educational administrative positions in higher education (a local district's adaptation of the LIP).

GOALS AND/OR OBJECTIVE(S):

1. To design a model program which interfaces mentor/mentee development with other components of professional development.

2. To develop a mentor training program enabling men and women in administrative positions to develop leaders for future needs in their institutions.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

A model will be developed to assist women and minorities in institutions of higher education as they seek administrative positions. Materials in the form of instructional packages, media materials and a mentoring handbook will be produced for use by institutions nationally. The model will be piloted and the resources will be tested using a group of mentors and mentees as District One Technical Institute in Eau Claire.

RESULTS:

Local mentees will receive experience and visibility which enhances their opportunities to move into leadership positions. Participants trained to be effective mentors will continue to have long-term impact on high potential female employees over the years of their employment in the institution.

District One received a $25,000 grant from the federally funded Women's Education Equity Act Program to develop and package a local LIP and assist other districts to do the same.

CONTACT:

Ruth McMillion
VTAE District One
620 West Clairemont Avenue
Eau Claire, Wisconsin 54701
Telephone: 715-836-3900

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Investigation of Certification Procedures for ACE

GOALS AND/OR OBJECTIVE(S):

To explore the problems involved in the certification process for Adult and Continuing Education instructors and to examine the potential for establishing a system for verifying qualifications and establishing a directory of certifiable staff.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

The plan for the project included examining the present system through meetings with mentor who is the ACE administrator; meetings with the Personnel Director (who has the certification responsibility for the District) and his staff; and consulting with computer personnel.

RESULTS:

An examination of the problem was conducted which included the past and present methods for managing the certification verification process. Because many changes have been occuring in the data processing system on a district-wide basis, a committee on certification management has been established (of which I'm a member) and will continue to meet into next year to explore a system to be established to more effectively deal with the problem of certification for ACE as well as other units. As a result, I will be involved in a solution to this problem, but many other people will be participating in the completion of this very ambitious project.

CONTACT:

Name Susan Cage District Indianhead Tele. No. (715) 234-7082
Address 525 Colan Blvd., Apt. 4, Rice Lake, WI 54868

MT/rma
6/1/84

FORM A

1. TITLE OF PROJECT/SPECIAL ASSIGNMENT:

   Orientation Booklet for New Employees at WCTI

2. GOALS AND/OR OBJECTIVES:

   The goal for the District was to provide a tool that new employees could use the first month on the job to:

   A. Help them locate the other employees they need to know
   B. Acquaint them with procedures and rules of WCTI
   C. Provide training on equipment related to their job
   D. Tell them what services are offered on campus and where to get things done
   E. Give new employees a "feel" for the mission, size, and scope of WCTI

   The goal for myself was to:

   A. Meet a new challenge in an area I had never ventured into before: personnel work other than supervising a staff
   B. Work with different people than I come in contact with on a regular basis
   C. Do something beneficial for WCTI
   D. Last, but most important, to meet with my mentor, R. L. Schoenberger, to learn more about WCTI philosophy and goals and to discuss the role of vocational education in these times.

3. DESCRIPTION:

   This project involves dealing with:

   A. Dr. Anderson
      1. Approval for overall project
      2. Words of welcome to new employees
   B. Personnel
      1. Approval
      2. For guidelines about what was appropriate and legal for new employees to know
   C. Publications
      1. For design
      2. For printing
   D. Managers
      1. Input about:
         a. Security
         b. Safety
         c. Marketing approach to students
   E. Director's Executive Board
      1. Suggestions
      2. Final Approval

4. RESULTS:

   The Executive Committee has reviewed the booklet and made several additions regarding safety, security, friendliness, rules and regulations.

   On July 9, 1984, I will again present the final version to the Executive Committee for their approval.

   The booklet has been tested in several departments with new employees and the managers and employees felt the booklet was helpful to them. Topics were discussed that might not have been mentioned without the Orientation Booklet.

   CONTACT:

Lou Ann Metzger District - Waukesha Tel. No. (414) 691-5283
800 Main Street Pewaukee, WI 53072

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Business/Industry Leaves for Moraine Park Tech. Ins.

GOALS AND/OR OBJECTIVE(S):

1. Research other VTAE districts' Leave plans.

2. Make recommendations for MPTI Leave plan.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

I contacted five other districts for information about their Staff Update (Business Leave Plans). In a series of meetings with Staff Update Committee and involved administrators, we discussed the information.

RESULTS:

I wrote a paper explaining the need for such a program, compiling the information I received from other districts, and making recommendations for our district. The plan was presented to our District Board, where it was approved and monies set aside to implement the plan. Two instructors are using the plan this summer.

CONTACT:

Name V. R. Sattler District MPTI Tel. No. 922-8611, ext. 319

Address 235 N. National Ave., Fond du Lac, WI 54935

MT/rma
7/17/84

BEST COPY AVAILABLE

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Study/Observation/Analysis of the Concept of "Collective Bargaining" with Major Emphasis on the Process at Lakeshore VTAE District.

GOALS AND/OR OBJECTIVE(S):

1. Study the "collective bargaining" process as it relates to procedures, proposals, group interaction, data gathering, accountability, profits, productivity.
2. Further develop & refine the institutions data base for negotiations.
3. Receive desired visability with labor law attorneys.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

I met all my goals and objectives. There were numerous "collective bargaining" meetings attended. I also attended a state called personnel meeting where I was able to share progress or lack of progress in this area. I testified at an arbitration hearing & prior to the hearing - collected, organized and discussed pertinent data with appropriate staff and the school attorney. I had more exposure to the Board Personnel Subcommittee members who were involved in the "collective bargaining" process. I toured Employers Insurance of Wausau and learned more about personnel operations of a business.

RESULTS:

Results were satisfactory. I will summarize my observations and make some recommendations in the areas I feel need progress i.e. proposals (realistic); positive/negative group interaction (training for both parties on conflict resolution) and more productivity through little or no involvement of legal representatives.

CONTACT:

Name Karen Holstein District Lakeshore Tel. No. 414-458-4183 x 144

Address 1290 North Avenue, Cleveland, WI 53015

MT/rma
6/1/84

PROJECT: "Building Unity Within A Diversified Division"

BACKGROUND: When the General Education Division at W.C.T.I. was dissolved last year, the various departments were assigned to different divisions. Two of the departments were assigned to the Continuing Education Division. The end result was fifteen managers in highly diversified areas reporting to a very concerned, caring Division Chair.

The division managers have been meeting monthly for a year discussing individual concerns and sharing one common goal: the best delivery of education possible to students. The Division Chair has felt that the Continuing Education Division needed to spend some time in team development.

METHOD: I sought a means to accomplish the goal of team development. A day of professional development was held off campus with the management staff and a consultant, Marilyn Berger. The goals of the day were to determine our own management style, to seek means of achieving team effectiveness, and to arrive at a mission statement for the entire division that would integrate the many parts into a more dynamic whole.

RESULTS: The day was extremely fruitful. All of the goals were met: we discovered our own management styles through the use of the "Personal Profile System"; the consultant helped us to use the information garnered from the "Personal Profile System" to learn to work with each other more effectively; and we wrote a division mission statement: "To achieve the highest quality educational experience for students in the Waukesha County Technical Institute District through the shared information, expertise, and cooperation of the entire Continuing Education Division."

This was the beginning of professional growth activities that will develop a strong Continuing Education team. Time will be spent during future management meetings to pursue our goals further. It is also hoped that we will be able to spend another full day off campus to be able to plan without interruption.

CONTACT: Judy Jorgensen
Waukesha County Technical Institute
The Learning Place
800 Main Street
Pewaukee, WI 53072

PROJECT: Development of an Issue Resolution Process Among the Staff of the Wisconsin Board of VTAE

OBJECTIVES:

1. To identify the strengths and weaknesses of the existing internal WBVTAE committee structure.

2. To recommend changes in the current structure which would facilitate greater staff participation in arriving at solutions to critical issues.

METHODOLOGY:

1. Solicited comments and suggestions from staff in writing and in discussion.

2. Developed a draft of the process, discussed it with the Administrative Council and solicited comments from individual staff.

3. Revived the process and discussed it with the State Director and the two Assistant Directors.

4. Submitted a final draft to the Administrative Cabinet for implementation.

Outcome - The process focuses on priority issue teams and standing committees which are to address major state board initiatives and issues.

CONTACT:

Mary Thompson, Sex Equity Coordinator
Wisconsin Board of Vocational, Technical and Adult Education
4802 Sheboygan Avenue, 7th Floor
P. O. Box 7874
Madison, Wisconsin 53707
(608) 266-7848

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Marketing a "geriatrically oriented" Licensed Practical Nurse.

GOALS AND/OR OBJECTIVE(S):

L.T.G. - To strengthen the image of MATC's "geriatrically oriented" LPN.

S.T.G. - To promote internal marketing.
To promote external marketing.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

This year's long project focused on establishing a "marketing base" for a new curricular emphasis for our LPN program. (Our nursing curriculum is shifting towards geriatrics.)

RESULTS:

A heavy emphasis was placed on internal marketing to obtain support from colleagues for the new curricular design. (This process went from November through May 1984 and a 2/3 vote by faculty in May demonstrated approval.)

External

An extensive "needs assessment" survey of Milwaukee hospitals, nursing homes and home care agencies was completed.

CONTACT:

Name Jan McCauley District Milwaukee Tel. No. 278-6261

Address 1015 N. 6th St., Milwaukee, WI 53203

MT/rma
8/21/84

BEST COPY AVAILABLE

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Develop a six-month promotional plan for Lakeshore Technical Institute (LTI) educational alternative delivery system.

GOALS AND/OR OBJECTIVE(S):

Inform and motivate the LTI district residents and business and industry to use LTI's alternative educational delivery systems in order to overcome any current barriers to receiving training by traditional means. Reach new markets and encourage repeat student enrollment.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

Preliminary research: reading related articles, talking with experienced related professionals, attended a national conference as well as local related seminars, collecting promotional materials from other institutions involved with the subject.

RESULTS:

The six-month plan will not be completed until November of 1984. Results will not be available until after the plan has been implemented and runs the six-month course.

CONTACT:

Name Ginger LaBine District Lakeshore Tel. No. 414-458-4183, ext. 136

Address 1290 North Avenue, Cleveland, WI 53015

MT/rma
7/17/84

PROJECT: Coordinate and Facilitate the Internal and External Flow of Information Regarding Lakeshore Technical Institute's Telecommunications Delivery System

OBJECTIVES: Coordinate activities with supervisors, coordinators, administrator of Educational Programs, administrator of Student Services, and associate administrator of Posthigh Programs.

DESCRIPTION: (Examples)

1. Serve as a member of the Cable TV Committee.

2. Serve as a contact person with the TV course representative of the Wisconsin Board of Vocational, Technical, and Adult Education.

3. Disseminate information on potential telecommunications courses to supervisors and other management people at LTI.

4. Be responsible for the duplication of course tapes and the safe keeping of the course master tapes.

5. Obtain all preview course tapes from the Wisconsin Board of Vocational, Technical and Adult Education and schedule previews with appropriate staff of LTI.

6. Assist associate administrator of Posthigh Programs in previewing course tapes for possible involvement at LTI.

7. Be responsible for the identification and obtaining of print material for all telecommunications courses to be presented at LTI.

8. Conduct meetings with divisions on telecommunications course needs and assist management with similar activities with outside groups.

9. Coordinate TV offerings with on-campus offerings and assignment of credit and course equivalency through work with division supervisors.

10. Be responsible for public relations development for TV courses to include information with on-campus personnel; community personnel; Wisconsin Board of Vocational, Technical and Adult Education; and the Educational Commications Board.

11. Be responsible for course descriptions and course initiation data in cooperation with the course manager.

12. Work with supervisors, coordinators, media, and others to set appropriate time frames for course offerings and present such to the Cable TV Committee for approval.

13. Do a follow-up on all students enrolled.

14. Serve as a liaison with appropriate personnel in the East Central Wisconsin Consortium schools.

15. Be responsible for records on courses we own, courses we have a right to use, and other instructional materials that can be made available over the TV system.

16. Be responsible for the LTI TV newsletters with high schools.

17. Be responsible for working with the staff who has been identified to take care of course logistics.

18. Bring staff requests for programming before the Cable TV Committee.

CONTACT:

Jackie Sharp, Telecommunicatons Coordinator
Jim Malmberg, Associate Administrator of Posthigh Programs
Lakeshore Technical Institute
1290 North Avenue
Cleveland, WI 53015
(414) 458-4183

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Seek new markets for Home Economics pre-retirement classes.

GOALS AND/OR OBJECTIVE(S):

I. Develop brochure on pre-retirement offerings.
II. Contact business/industry, governmental agencies, educational institutions, etc.
III. Make all arrangements/scheduling for classes requested by organizations contacted.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

1. Develop brochure
2. Send to business, etc. with explanatory letter (only sent to organizations employing 500 or more people)
3. Follow up phone call to survey interest
4. Further information sent - agenda, fees, curriculum, etc.
5. Recontact by phone
6. Meet with business representative

RESULTS: 7. Set up classes

Offered courses for two businesses and one governmental agency.

Set up fall class for one business.

Seven organizations have expressed interest and will work with us in fall to set up classes.

Many companies were not ready to set up a class at this point, but said they had been looking for something of this type. They did not know where to go and were very pleased to know our district was available.

CONTACT:

Name Luanne Storley District #4 Tel. No. (608) 266-5006

Address 211 N. Carroll Street, Madison, WI 53703

MT/rma
6/1/84

PROJECT: Promotion Through Education

GOALS: To establish MPTI-Beaver Dam Campus as an educational center where job information and skills can be acquired.

Seminar 1: Are There Any Jobs: To bring information to the working community from business leaders throughout southern Wisconsin, on the job opportunities in manufacturing, marketing, secretarial science, food service, and accounting. (Programs offered at the MPTI-Beaver Dam Campus.)

Seminar 2: Job Search Seminar - Objectives: To aid Dodge County citizens to update their job finding and application skills.

OTHER ACTIVITIES: Unemployment Council

During the past year a local church formed an unemployment council to aid the community in dealing with the current situation. Phyllis Nagler and Susan Baumann served on this council and aided them in developing a seminar to give basic needs information to the unemployed. The seminar "Dealing With Limited Dollars" drew 40 plus participants, most of which have not attended anything at MPTI prior to this point.

RESULTS: Dodge County, the service area of the Beaver Dam Campus, has a large market that has not used MPTI in the past - the unemployed blue collar worker. The past promotions, of come in and see us, did not draw this target market. This target market is more desperate and in need of immediate positive help before they can commit to retraining. Approximately 45% of the seminar participants had not used MPTI in the past. Final evaluation will be completed during the next year when a count can be taken to see how many of these participants sign up for classes.

ADAPTATION OF PROJECT TO OTHER DISTRICTS

All of the seminars conducted as part of this project drew a target market that needs to be looked at. The unemployed middle-aged workers were from primarily blue collar jobs. The vast majority of these people have had no post-high school education. The majority of this market have been employed in occupations where it is inevitable that their jobs will be eliminated. In looking at the psychographics, you are dealing with people who are intimidated by higher education and yet do not know where to look for help with their future.

The majority of the people attending our first seminar had never been in our building and informed us that they attended, first of all, because the information was coming from business people, not educators, and it was free of charge. After this initial exposure, they were then willing to "deal with the educators."

If this is a market other districts wish to serve, it is important to first of all give specific, usable information from people they respect. Secondly, it is important to expose them gradually to the educational system so that they will feel comfortable in that setting. Many times, to do this you may have to involve yourself in non-traditional areas for the VTAE system (dealing with limited budget), but it is necessary to remember it is a means to an end. If you do not help to serve the immediate needs of these people and build their trust, they will not return. It is also important to remember that many of them are already intimidated by the educational system and therefore it is essential that their initial contact with the system be with people they can understand and feel comfortable. Great care should be given in selecting presenters that can relate to these people and do not "talk down" to them.

This is a growing market and must be served. The seminar approach is one avenue to initially reach them so that education can be started.

CONTACT: Susan Bauman
MPTI - Beaver Dam
700 Gould Street
Beaver Dam, Wisconsin 53916
(414) 887-1101

PROJECT: "M.A.T.C. Print-out" News Flyer

GOAL: To develop and implement a mechanism of communication from Milwaukee Area Technical College District Director's office to the leaders of business, industry, labor and elected political officials.

OBJECTIVES:

1. To assess if a need exists for a formal means of communication from the district office to this audience.
2. To develop a mailing list specifying which individuals within the overall target audience would receive maximum benefit from this communication.
3. To determine what type of information would be most beneficial to this audience and how to best compose the information so that it would be concise, factual and of high interest.
4. To design and print a 8 1/2 x 11, self-mailing news flyer masthead that is geographically attractive and cost efficient.
5. To write the copy for the first issue and print it.
6. To publish and mail the new flyer once every six weeks.

RESULTS:

1. To increase the audience's knowledge of M.A.T.C.'s programs and services.
2. To increase the audience's understanding of M.A.T.C.'s role in the community.
3. To gain audience support regarding issues that may affect M.A.T.C.

SUMMARY: This type of publication could be used on an individual district basis, as a joint release from the Wisconsin VTAE Administrators Association or through the WBVTAE office.

It could also be adapted to serve any targeted audience as a concise, cost-efficient means of communication on an on-going basis.

CONTACT:

Maureen McClone
Milwaukee Area Tech. College
1015 N. Sixth Street
Milwaukee, WI 53203
(414) 278-6864

Dawn Peterson
Milwaukee Area Tech. College
1015 N. Sixth Street
Milwaukee, WI 53203
(414) 476-3040

PROJECT: Research and Development of Marketing Strategies for the Recruitment of New Student Population

OBJECTIVES:

1. To examine potential student markets not currently being served and determine recruitment priorities among them, and

2. To review current institutional recruitment publications and marketing strategies for the purpose of recommending new publications designed to meet the needs of new target markets.

METHODOLOGY: To accomplish the goals of the project, membership on the institutional marketing committee and chairmanship of the recruitment and publications sub-committee were undertaken. Activities included defining objectives, developing a strategy and instrument for surveying student populations, reviewing literature on recruitment strategies for special student populations, prioritizing future marketing strategies, and making recommendations for the development of new marketing publications.

RESULTS: As a result of the project, an institutional marketing survey has been completed to assess the status and needs of students enrolled in NCTI's credit programs. Furthermore, a standing recruitment and publications sub-committee has been established which will be responsible for setting guidelines for publications. New cluster brochures have been developed for all full time programs, a new first contact brochure has been designed to include the special targeted student population, and brochure formats are in the process of being developed to insure continuity in advertising all NCTI programs and services.

CONTACT: Carolyn R. Michalski
Coordinator, Women's Development Center
North Central Technical Institute
1000 Campus Drive
Wausau, Wisconsin 54401
(715) 675-3331, Ext. 450

PROJECTS: Legislative Identification File/Network

GOAL: To organize and implement an identification file/network of M.A.T.C. employees who would be willing to personally contact elected officials from the state, county and city levels about issues concerning M.A.T.C. and/or V.T.A.E.

OBJECTIVES:

1. To assess if a network of employees willing to make contacts with city, county, and state elected officials would be an effective way of communicating M.A.T.C.'s concerns/needs.

2. To develop a survey to be sent to all M.A.T.C. employees -- day, evening, full-time, part-time, to determine:
   a. if the employee would be willing to contact their own representatives about matters concerning M.A.T.C., and
   b. if they have personal contacts at the city, county, and state levels, and how well they know them.

3. To collate the responses and determine each respondants' particular representatives from the various government levels.

4. To hold informational briefings for the network describing pertinent issues within government impacting M.A.T.C.

5. To hold telephone campaigns informing the network about M.A.T.C. or V.T.A.E. issues, scheduled fund raisers, local meetings, etc....

RESULTS: This project provides a structured means of communicating to our own employees any political issues that may affect M.A.T.C. It serves to increase M.A.T.C.'s communications and visibility within state, county and city government. It helps to establish better relations with those who are in a position to make crucial decisions that could affect M.A.T.C. It also helps to establish better advocates within government for M.A.T.C.

SUMMARY: This legislative identification file/network could easily be duplicated in any of the V.T.A.E districts although it does require a politically active, well-informed legislative liaison to make it work effectively.

CONTACT: Dawn Peterson
Milwaukee Area Technical College
1015 North Sixth Street
Milwaukee, WI 53202
(414) 476-3040

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Examination of Support Cost-Center Audits

GOALS AND/OR OBJECTIVE(S):

To assist the Administrative Analyst in conducting performance audits of non-instructional areas.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

1. Information gathering -- conducted by interviews, inspection, and surveys.
2. Analyze data and prepare reports.

RESULTS:

Reports were presented to the Administration resulting in procedural and planning changes.

CONTACT:

Name Jerilyn Huhn District Fox Valley VTAE Tel. No. (414) 735-5727
Address 1825 N. Bluemound Drive, P. O. Box 2277, Appleton, WI 54913-2277

MT/rma
6/1/84

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Set up cost centers for student funds; work closely with the Student Activities Director; hire a speaker for the students and staff of MATC-Madison

GOALS AND/OR OBJECTIVE(S):

Obtain a better understanding of how student funds are spent;
set up cost centers for student funds;
hire a speaker for MATC students and staff

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

Met with the Financial Administrator and the Accounts Payable Accountant and set up cost centers for the Student Activities Funds.

Contacted Mr. Richard Irish of Washington and made arrangements for the dates and times to have him give his presentation here at MATC-Madison; took care of all advertising and provided the introductory speakers.

RESULTS:

I thoroughly enjoyed setting up the cost centers and working with the financial end of the Student Activity Director's duties.

I gained a great deal of experience in the hiring of a speaker. I now realize that there is a lot of time and effort required to make an event of this type go smoothly. I had to delegate many of my regular duties to my student help and I feel it has helped me become a more organized and understanding individual.

It was very rewarding on April 25, 1985 to see a large crowd turn out to hear Mr. Richard K. Irish, the speaker I had hired for MATC-Madison students and staff.

CONTACT:

Name Jan McCollough District #4 Tel. No. 266-5076

Address MATC - Madison, 211 N. Carroll St., Madison, WI 53703

MT/rma
6/1/84

FORM A
(keep to one side of one page)

TITLE OF PROJECT/SPECIAL ASSIGNMENT:

Identification of methods and capabilities in District #4 to set up a system to get certification information and employee information coordinated and on-line.

GOALS AND/OR OBJECTIVE(S):

As indicated above.

DESCRIPTION (this could include background information, methodology, activities, process, etc.):

1) To identify system management of personnel material in District #4.
2) To identify parameters of what voc. system needs are, i.e., State Board, District #4, Certification Office, Payroll Office, etcetera.
3) To identify adaptation of a system both into a mainframe and into a word processor, compatability of system, etcetera.

RESULTS:

Have had several meetings regarding project. Information has been shared regarding objectives and goals with appropriate personnel.

Studies and action are being taken by Data Processing personnel to implement suggestions that are adaptable to the system.

It has also been determined that some merging of physical space for personnel files would be helpful; space is a problem now however.

CONTACT:

Name N. A. Cordio District #4 Tel. No. 608-222-8314

Address 4305 Hegg Avenue, Madison, WI 53716

MT/rma
7/17/84

BEST COPY AVAILABLE

PROJECT: Computers/Microcomputers for Educational Administrative Applications

BACKGROUND: With the advent of the microcomputer more and more emphasis has been placed on the computer as a management tool. As a result of new computer technology, current practices of computerized administration at North Central Technical Institute were reviewed. After this examination the use of microcomputers and the mainframe computer for administration appeared to be a relevant project for the Leadership Identification Program. This abstract includes goals and objectives, results and possibilities for adaptation to other districts of this project at North Central Technical Institute.

GOALS AND OBJECTIVES The goal of the project was to organize a system of implementation for management personnel to use computers for applications such as program/course costing, student follow-up, budget and program monitoring. The objectives were as follows.

A. To develop a plan for program/course costing through the efforts of an NCTI task force.
B. To develop a computerized system for student followup through interaction between the microcomputer and mainframe computer. The emphasis was to be on special project information.
C. To develop a system by coordinating use of the mainframe and microcomputer to monitor project budgets and program progress.

RESULTS: The following results are anticipated by December of 1983.

A. A program/course costing plan is currently being tested. The outcomes of the trial implementation will be reviewed; changes made in the plan as needed; and the finalized plan will be submitted for administrative approval.

B. The microcomputer in outreach services has been upgraded to communicate with the mainframe computer. It is anticipated that other administrative computers will soon have this capability. Information will be uploaded and downloaded to make the maximum use of both types of computers. The use of this system will alleviate many hours spent by personnel who have manually compiled student data.

C. Several special project budgets have been put on the microcomputer to facilitate organization of details specific to federally/state funded projects. These details are not included on the mainframe computer printout or are not presently updated daily. By December all projects in the Career Development Center will be placed on the microcomputer to monitor budgets and program progress which will eliminate the necessity to manually monitor these items.

POTENTIAL ADAPTATION

These systems for using the mainframe and/or microcomputers to organize and monitor program/course costing, student data, and/or special project budgets and program progress could be easily adapted for another district. Requirements would be use of the same commercial software, i.e. Visicalc, PFS File, and PFS Report. It would also be necessary to have equipment to facilitate communication between the microcomputer and the mainframe. If these factors were equal, the other districts would merely place their data into the program.

CONTACT:

Lois Gilliland
Career Development Supervisor
North Central Technical Institute
1000 Campus Drive
Wausau, WI 54401
(715) 675-3331

PROJECT: Fiscal and General Board Administration of Two VTAE Districts

GOALS: The goals of this project were to enhance the trainee's knowledge of VTAE Boards and their functions, and also fiscal management at two VTAE districts.

RESULTS: This project enabled me to observe the similarities and differences of two VTAE district boards. The most interesting point that came from working and observing these boards was the different methods in which they accomplished their work and the way the District Directors interacted with them.

I was also able to observe the development and finalization of the District One and North Central Technical Institute district budgets and the methods in which the two administrators obtained that information.

As the project relates to my position with the District Consortium, I was able to determine several areas of our budgeting and fiscal management procedures that could be improved to more efficiently serve all districts. The adaptation of this type of project could have a lot of potential, with a few slight modifications.

CONTACT: Randi R. Marcos
WI VTAE District Consortium
310 N. Midvale Boulevard
Room 304
Madison, Wisconsin 53705
(608) 266-0122

PROJECT: The Impact of ICAN (Increasing Cultural Awareness in Nursing Education) Project Participants on Wisconsin Health Care Agencies

GOAL: To analyze the effects of a minority and disadvantaged student recruitment and retention project on the individual participants and on the health care community of Wisconsin.

BACKGROUND: This evaluation report describes the employment status of graduates of the M.A.T.C. Associate Degree Nursing program, who participated in a recruitment and retention project.

The project, (I.C.A.N.) was conducted from June of 1976, through July of 1981. The last three years of funding was provided by the U.S. Department of Health and Human Services. One of the major goals of this project was to recruit 20-24 students per year and to graduate a total of 60-72. During that time, a total of 113 minority and/or disadvantaged students were admitted to the Nursing program as project participants. They received multiple supportive services while taking the nursing courses. The purpose of this study is to assess the effect of the multiple support on those 61 students who graduated through December of 1982.

METHOD: Through the use of mailed questionnaires, we have obtained data on age, sex, ethnicity, employment status prior to entering the Nursing Program, and after graduating. Included also are salaries, before and after, area of employment, and position, categories of patients being cared for, year graduated, and year the Nursing State Board Examination was passed. They also rated the general effectiveness of the project, and it's value in preparing them to take the State Board Examination.

In addition to the above, they identified the nursing skills they have used on a standardized skills competency listing. This provides an indication of the skill level at which they have been functioning during the last six months.

RESULTS: At the time of this writing, 46% of the questionnaires have been returned, completed. Analysis of the data is in the final stages.

CONTACT: Carol J. Calvin
M.A.T.C.-Milwaukee
1015 North Sixth Street
Milwaukee, WI 53203
(414) 278-6600

PROJECT: Economic Development

GOALS:

1. To assess immediate and short range future needs for trained workers and to build base data for projecting and tracking technological change.

2. To develop an on-going professional/industrial community resource network which can be tapped on a regular basis for evaluation and forecasting purposes.

OBJECTIVES: To contact a random sample of district businesses and professional groups to gain their participation in a Delphi Study.

Industries will be contacted based on SIC codes.

Areas of comment will include:

1. A view/definition of high technology as related to particular industries

2. Training needs for business and industry over the next 5-10 years (specific business and their industry in general)

3. Criteria suggested for evaluation of VTAE programs

RESULTS/ POTENTIAL: Currently in phase I of study. Participation in 2 to 3 additional rounds will be required before final results can be reported.

CONTACT:

Mary L. Curran
Coordinator of Research & Planning
Northeast Wisconsin Technical Institute
2740 W. Mason Street
Green Bay, WI 54303
(414) 498-5400

PROJECT: Survey to determine current public awareness of WGTD-FM/91 Radio, the effectiveness of current awareness resources utilized by WGTD and the media in general in Southeastern Wisconsin.

PURPOSE:

1. To determine the public awareness of WGTD-FM/91 Radio
2. To develop an operational plan which will maximize the effectiveness of awareness resources used by WGTD.

OBJECTIVES:

1. Conduct a survey of a limited sample in the Southeastern Wisconsin area.
2. Measure general awareness - overall and by residency
3. Measure awareness by sex
4. Measure awareness by demographics
5. Determine source(s) of awareness
6. Determine effectiveness of awareness source(s)

PLAN OF ACTION:

1. Survey results were analyzed to determine overall awareness, awareness by location, sex, age, source(s) and effectiveness of awareness source(s).
2. Compared source(s) of awareness identified in the survey to awareness strategies currently employed.
3. Developed recommendations based upon survey results and comparative analyses.

CONTACT:

Bonnie Orr
Gateway Technical Institute
Kenosha Campus
3520 - 30th Avenue
Kenosha, WI 53141

PROJECT: Analyze Feasibility of Providing Non-Traditional Education Opportunities for Residents of Price and Taylor Counties

PURPOSE: To conduct a survey concerning interest in class offering via educational television in Consumer Education (specifically Foods and Nutrition, and Clothing Construction) in portions of Price and Taylor Counties which are within North Central Technical Institute District.

SURVEY POPULATION:

Survey was conducted with residents of Price and Taylor Counties who had enrolled in any class offered through Consumer Education /Mobile Project during 1982-83 school year. Consumer Education classes are offered free to disadvantaged individuals throughout the District. Disadvantaged individuals as described by the project include: minorities, elderly, economically, geographically, mentally and emotionally disadvantaged. This survey did not include any emotionally or mentally disadvantaged.

The portions of Price and Taylor Counties within the District are sparsely populated and at times difficult to serve. Community facilities which are frequently available were not designed for classes. This population was selected because I also felt my contact with these individuals through Consumer Education classes would result in more accurate responses.

SUMMARY COMMENTS:

The total number of individuals surveyed was 164, with 112 returns, resulting in a 68% return. The data collected is divided by county with male and female categories. Price County did not have any males respond. Price County shows a better distribution of age groups while Taylor County has a high percentage of elderly.

RECOMMENDATIONS:

Following the results of this survey, I recommend NCTI schedule a class in Foods and Nutrition and Consumer Buying of Clothing to be viewed by individuals in Price and Taylor Counties. The Public Broadcasting Service, Channel 20, and Channels 7 and 9 are available to residents of the area at this time. I would also recommend one class session be held in a community location to evaluate the class and ask questions concerning the class content.

I am interested in pursuing this area further as I feel we can provide educational opportunities to a larger population in these two counties.

CONTACT: Rita Straub
Consumer Home Economist for Mobile Project
North Central Technical Institute
1000 Schofield Avenue
Wausau, WI 54401
(715) 675-3331

PROJECT: Non-Credit Adult Enrichment Courses - Self Supporting

PURPOSE: The purpose of this project is to analyze the impact of increasing the tuition of non-credit, non-aided courses to become self supporting. A prime aspect of this study is the cost in dollars and in public relations, analyzing the budget and cost allocations while increasing tuition is a valuable learning experience.

RESULTS: In the Spring 1983 semester, I spoke with center directors and some of the students and there was no indication of dissatisfaction with the increased tuition. But there was a decrease in the student hours (FTE's) for these types of classes. Although the students were not complaining, fewer people did register for these classes. For long-term analysis this project will be continuing throughout the coming school year.

CONTACT: Patricia Wolf
General Education Coordinator
Continuing Education Division
Waukesha County Technical Institute
800 Main Street
Pewaukee, Wisconsin 53072

MT/jmk
08/25/83

FORM B
(keep to one side of one page)

Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:
-Participating in the administrative budget process through my budget project and my attendance at budget meetings
-Understanding leadership qualities, management styles, decision-making techniques, and work delegation techniques.
-Readings as required and available concerning the above concepts.
-Attending Gateway Board meetings and preparation meetings for them.
-Networking with other mentees.
-Taking a computer class.

MAJOR ACTIVITIES:
-Attended District Cabinet meetings.
-Participated in the District budget development process.
-Prepared a section of the instructional budget.
-Made a telephone survey of District board members at the Director's request.
-Attended all Gateway Board meetings and open Finance SubCommittee meetings.
-Met regularly with my mentor.
-Took a computer class for instructional applications and beginning programming.
-Participated in developing a brochure and Gateway orientation session for adult returning students.
-Wrote the introduction/narrative and Director's message for the Gateway Budget Document 1984-85.

RESULTS OR IMPACT (how have these activities assisted or affected you):

These activities have expanded my vision and perspective of issues and situations which occur at the local, state and federal level. More importantly, I believe I've accomplished my objective of learning about another important area of education - how it functions, and its impact on instruction. I feel much more comfortable with the prospect of working with budgetary and financial matters as they relate to the institution than I did a year ago.

CONTACT:

Name Mary Jo Scheibl District Gateway Tel. No. 656-6962
Address 3520-30th Avenue, Kenosha, Wisconsin 53141

MT/rma
6/1/84

FORM B
(keep to one side of one page)

Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

Identify management styles, and the advantages/disadvantages of using one style vs. another.

Analyze my strengths and weaknesses in leadership roles and identify ways that I can improve.

Learn more about computer/microcomputer applications to Student Services functions.

Develop an awareness of decision-making processes and those who are involved in them, at the District and state level, and the issues currently faced by them.

MAJOR ACTIVITIES:

Readings in literature about leadership issues, and about computer applications to Student Services.

Discussions with fellow mentees and mentors at District.

Attendance at meetings: Student Services Management, Student Services District-wide, District Board, State Board, and others.

Participation in meeting with WCTI Financial Aids staff regarding computerization of financial aids functions; district meeting to establish goals toward computerization.

RESULTS OR IMPACT (how have these activities assisted or affected you):

Learned more about leadership styles, and a very interesting look at how managers at various levels affect a department. I was able to witness meetings at each level and share in some of the incidents and situations that faced the Director of the department this year. Since it was a year of transition for Gateway, within the midst of reorganization, this was at times a look at stress and distress.

During the year I was also made aware of how this program, the "lure" of "moving up", and expectations of promotion within the district affected various people and in a variety of ways. All of these experiences have broadened my view of things and helped me in putting my own situation in proper perspective.

CONTACT:

Name Vivian Attipetty District Gateway Tel. No. (414) 656-6956

Address 3520 30 ave, Kenosha, WI 53141 Attn: RPE

MT/rma
6/1/84

FORM B
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Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

To acquire an orientation to the VTAE system, so I could become a more effective leader in my role as an education consultant. Specifically, to become familiar with how the state agency functions 1) internally, 2) with the districts, 3) with state legislators, and 4) with other school systems in the state.

With my mentor, Glenn Davison, it was decided that I could best achieve these objectives by attending meetings with him as an observer. Before the scheduled meetings I would meet with Mr. Davison to orient me to the content of the meeting, and after the meetings we would discuss leadership styles observed at the meeting.

MAJOR ACTIVITIES:

I attended meetings of the management team of the Division of Program and Economic Development, a State Board Meeting, two POC meetings, a legislative luncheon, a JACCE and a JACAP meeting, and I visited the Vocational Education Study Center at Stout with my mentor. I also attended a DPI meeting regarding the Parker Project.

I did meet with Mr. Davison before and after meetings as indicated above.

RESULTS OR IMPACT (how have these activities assisted or affected you):

I have a better understanding of the system and how it relates to the districts and other agencies. I also have acquired a greater awareness of leadership styles, and I have gained more visibility within the VTAE system.

CONTACT:

Name Lois M. Hess District _____ Tel. No. _____

Address WBVTAE

MT/rma
6/1/84

FORM B
(keep to one side of one page)

Professional Growth Activities
1983-84

PERSONAL OBEJCTIVES:

1. Examine the structure & function of management at W.W.T.I.
2. Analyze the formal & informal process of decision making & policy development within the organizational structure of W.W.T.I.
3. Discuss the influence of state policies & regulations upon the decision making process at the executive & division level of W.W.T.I.
4. Observe the process of decision making at the state level.
5. Examine the formal & informal budget process at W.W.T.I.
6. Participate with the executive committee of W.W.T.I. in the analysis of Quality Circles as a participatory management strategy.
7. Develop a proposal for faculty involvement in participatory management at the Health Occupations Division level.
8. Analyze my own potential for leadership & leadership style.

MAJOR ACTIVITIES:

Attend W.W.T.I. division, administrative & executive level budget meetings.
Attend representative decision making meetings at the W.W.T.I. mid and upper management level and at the state level.
Attend a workshop on Quality Circles with the Executive Committee of W.W.T.I.
Complete and analyze two personal leadership style inventories available through W.W.T.I. Staff Development Office.
Read and discuss materials on Quality Circles and management techniques.
Participate in setting up a problem solving retreat of T.N. faculty at W.W.T.I. and contrast its success with the Quality Circle concept.

RESULTS OR IMPACT (how have these activities assisted or affected you):

This experience has given me an opportunity to consider whether I have leadership skills and allowed me to decide how best to utilize my leadership potential. Through this program, I have certainly been exposed to the roles of administrative leadership at the local and state level. At W.W.T.I., I have been able to view the leadership roles of teachers, program heads, division chairpeople and executive officers. As a result of this, I have a much better idea of what I would like to achieve and how to go about it.

CONTACT:

Name Donna Haggard District Western Wisconsin Technical Institute Tel. No. (608) 785-9195

Address 6th and Vine Streets, La Crosse WI 54602-0908

FORM B
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Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

Through participation in the Leadership Identification Program, my intent was to improve my leadership skills by conducting meetings more successfully and securing willing cooperation from others through increased persuasiveness, learn more about the State Board programmatic operations and VTAE system activities, gain more exposure with district staff and their concerns, and broaden my experience within the VTAE system.

MAJOR ACTIVITIES:

I had a variety of major activities. I discussed leadership styles of others with my mentor which assisted me in developing my own leadership style. To broaden my perspective of programmatic operations and the VTAE system, I attended meetings of the PPCC, POC, Fiscal Management Committee, State Board, State Board Education Committee, JACCE, School Finance Task Force, Administrators Association, Administrative Services, and Statewide Priorities Committee. I visited the Vocational Education Studies Center at UW-Stout. I read In Search of Excellence and the feature article on VTAE in the 1982 Wisconsin Blue Book.

RESULTS OR IMPACT (how have these activities assisted or affected you):

My participation in the Leadership Identification Program has given me more self-confidence in my leadership role with the districts and as a section supervisor. By attending various committee meetings with my mentor, I have gained more exposure to the district personnel. I have also been asked to serve on several statewide task forces.

CONTACT:

Name Mary Ver Voort District WBVTAE Tel. No. 266-7962

Address 4802 Sheboygan Ave, Rm. 751, P.O. Box 7874, Madison, WI 54707

MT/rma
6/1/84

FORM B
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Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

1. *To learn of the Career Development Services was my objective in order to better market the services to incoming NCTI students.*
2. *To serve as a communications linkage between Student Services and the Career Development Center.*
3. *To develop a Marketing Ideas package for Career Development Services; and develop a "prescription" form for adult returning students and their counselors.*

MAJOR ACTIVITIES:

1. *Meetings and discussions with Career Development Staff.*
2. *Attendance at LIP functions in December, March, and July.*
3. *Visitations to Fox Valley Technical Institute and District 1, as well as participation in a one day Marketing seminar.*

RESULTS OR IMPACT (how have these activities assisted or affected you):

Since I have high visibility in my institution already, I was more concerned with increasing knowledge and having an outlet for my marketing ideas. Commendable progress has been made in uniform scheduling of service, toward a center for Career Planning activities and toward an open dialogue with Career Development staff.

I have identified two other areas which need development and will volunteer my services to help solving these problems.

CONTACT:

Name *Donna DeByle* District *NCTI-Wausau* Tel. No. *715-842-5783*

Address *301 S. 36th Avenue, Wausau, WI 54401*

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6/1/84

FORM B
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Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

Increase the awareness of the Fox Valley Technical Institute Foundation and to increase the number of available scholarships to the students enrolled at Fox Valley Technical Institute. To advance my knowledge on how to approach outside organizations to ask for contributions.

MAJOR ACTIVITIES:

Design, develop and print a scholarship booklet to promote and advertise scholarships. Also, contact staff, advisory boards, alumni, business and industry to request contributions.

RESULTS OR IMPACT (how have these activities assisted or affected you):

It is making me aware of the procedures used in contacting people. The project will be ongoing until we feel we have, if ever, accomplished our goal. I have met with my mentor twice each month. We hope to be active in the LIP program again next year.

CONTACT:

Name Gin Muenster District FVTI Tel. No. 414-735-5720

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7/17/84

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Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

Develop skills in the following areas:

- professional communication (verbal/nonverbal)
- research
- budgeting process
- structured planning
- decision making

MAJOR ACTIVITIES:

All specific activities are outlined in the two progress reports, but in general:

- attend related seminars/workshops
- attend a national conference
- work closely with a research company
- observe leadership styles at meetings
- participate in activities to gain more exposure in the community
- read suggested books/articles, etc.
- talking with individuals I normally have very little contact with

RESULTS OR IMPACT (how have these activities assisted or affected you):

Realizing how complex the management system is in our district as well as in the state and why certain ideas cannot be carried out as quickly as I would like. An effective manager must constantly work at his/her position to maintain that effectiveness. (It's a constant learning, changing process.)

CONTACT:

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7/17/84

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Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

1) To observe and discuss administrative judgments and methods of mentor and of other administrators' personnel as observed in various meetings; test mentee's administrative judgment by making administrative decisions in real and simulated case studies.
2) To refine written and oral communication style.
3) To learn more about formal and informal networks within Nicolet and the VTAE.
4) To utilize and sharpen research skills including refining statistical skills.
5) To refine and enchance time management skills.
6) To explore further education and set long-range goals.
7) To increase exposure to administration in curriculum and instruction.
8) To examine the role of logical thinking in administration.
9) To enhance knowledge about parlimentary procedure.
10) To increase my visibility among administrators and faculty at Nicolet College.

MAJOR ACTIVITIES:

1) Special project - see attached.
2) Mentor will provide information about meetings that would allow the mentee to observe administrative decision making. Mentor and mentee will jointly decide on the importance of the mentee's attendance at these meetings, depending on interest and availability of time. These meetings will supplement those between the mentor and the mentee.
3) Readings that were specific to the goals and my personal objectives.
4) Biweekly meetings with my mentor where we discussed the progress of the program, articles, meetings, observations and simulated decision making.
5) Active publicity of the LIP program and of the mentee's involvement.
6) Monitored the mentor's paperwork for one semester to acquaint myself with the volumes involved with an administrative job.

RESULTS OR IMPACT (how have these activities assisted or affected you):

Increased my personal and professional self-confidence. I am more comfortable with males in "high places."

CONTACT:

Name Teresa Hasken District Nicolet Tel. No. _____

Address _____

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7/17/84

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Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

1. To discover my interest in and potential for assuming leadership, and/or management roles in educational administration.

2. To develop knowledge of coordination/organization skills and the ability to apply these skills.

3. To identify, observe, and discuss management styles in order to discover and develop an appropriate and effective personal style.

4. Do make contact with present and potential leaders within my district, other districts, and on the state level.

MAJOR ACTIVITIES:

1. Mentor/mentee meetings

2. Attendance at a variety of administrative meetings.

3. Consulting with administrative unit personnel.

4. Leadership responsibilities I assumed which were not directly related to the LIP.

RESULTS OR IMPACT (how have these activities assisted or affected you):
All of the activities in which I participated through the Leadership Identification Program have assisted me in developing my knowledge of and potential for Leadership opportunities. My consultations with my mentor and with many other administrative personnel as well as my attendance at meetings at many administrative levels have given me knowledge of the way in which the Adult and Continuing Education Division functions within our District organization. I have also gained much knowledge of the problems involved in the management of the certification process and how it impacts on the District as a whole. In addition, I have had the opportunity to learn about the ways in which leaders function within the decision-making process (cont'd)

CONTACT:

Name Susan Cage District Indianhead Tel. No. (715) 234-7082

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RESULTS OR IMPACT: (cont'd)

and to evaluate the kind of leadership skills and styles I want to develop personally. Through responsibilities I have assumed (within and outside of the LI Program), I have been able to apply some of this knowledge in beginning to develop myself as a capable, confident, and successful leader. I view the program as the first step in a long and challenging apprenticeship, one which I have decided is a very worthwhile committment for me.

FORM B
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Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

Gain a better insight into Economic Development activities of the Gateway District and other VTAE districts.

Become more familiar with leadership aspects of the VTAE system.

Assess how my program area can coordinate with business/linkage.

MAJOR ACTIVITIES:

Attend meetings of Economic Development groups, Chamber of Commerce, Downtown Association, WWE, Board meetings and private business concerned with economic development. Work with Economic Development Coordinator at district. Review literature on economic development and school/business linkage.

RESULTS OR IMPACT (how have these activities assisted or affected you):

In addition to seeing how my present area fits into the total system, I am much more aware of what is being done in the area of economic development both at the local and state level. I feel I have become a much more effective part of the system. I've been able to analyze many different styles of leadership and apply some techniques to better my own. From this project, I plan to develop some business coordination activities.

CONTACT:

Name Joanne Maggio District Gateway Tel. No. (414) 656-6910

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FORM B
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Professional Growth Activities
1983-1984

PERSONAL OBJECTIVES:

My objectives included exploring the areas of business education, conducting in-house seminars, developing new programs, creating a new mode of interaction with business for NWTI. I have talked and continue to talk with business persons completing my sabbatical, attending pertinent business meetings and contacting industries. I have and continue to test and build my leadership skills by actively seeking community roles, and continuing to update my business knowledge and skills.

MAJOR ACTIVITIES:

Met weekly with my mentor to discuss: decision-making policies, positions, people and guidelines within NWTI and VTAE System; outside growth and development. Attended local and state meetings, seminars and UW-course. Explored future career and/or project possibilities with NWTI District by meeting with many various and appropriate administrators. Read books related to aforementioned topics.

RESULTS OR IMPACT (how have these activities assisted or affected you):

Part of the project or professional growth plan was involving a unique service NWTI could offer to business..
At FIREMAN'S FUND INSURANCE CO. (650 Employers) I completed these projects.

- -Training needs analysis and course recommendations to administration.
- -Initialize and implement Corporate Training Library related to need analysis study.
- -Compose and present proposal for new Employee Assistance Program.
- -Assist with administration of Flexi-benefit package for employees.
- -Coordinate meetings for appropriate Vocational School Leaders with Industrial Leaders to facilitate better understanding of business training needs and vocational system possibilities to compliment this need.

Overall the activities and experiences has given me more insight and confidence to: State and District vocational systems, Business and Industry, and myself.

CONTACT:

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6/1/84

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LINDA A BARKER

1983/84 LEADERSHIP IDENTIFICATION PROGRAM

PROFESSIONAL GROWTH PLAN - FINAL REPORT

GOAL 1:

Expand knowledge and understanding of instructional philosophies and activities at WCTI in order to further improve cooperation and communication between Financial Services and Instructional Services.

ACCOMPLISHMENT:

I have attended numerous weekly instructional Division Chair meetings. As a result of my participation in this group, I have gained some insight into the decision-making focus within Instructional Services at WCTI. I have also been able to develop better working relationships with the Division Chairs. During this past year I have brought numerous topics to this group to solicit their input which has in many cases improved the decisions/implementations, etc. I have also been able to add a different perspective to certain topics brought by instruction to this group.

Another of my objectives was to attend an instructional in-service. I did this in January of this year. The information shared and the speakers utilized were excellent and as a result I am planning on attending in-services in the future on a regular basis.

Jim Catania, my mentor, and I planned on meeting on a biweekly basis to exchange ideas. We have found it difficult to maintain a regular meeting schedule but the information exchanged when we are able to get together is excellent. Jim has been very candid about his philosophies relating to instruction as well as the entire district.

One of my objectives was to attend a Program Operations Committee meeting with Jim which I did in June. As a result, I have a much better working knowledge of the committee structure within the state. I also had the opportunity to meet several individuals in different disciplines at that meeting.

The March management workshop dovetailed into this goal quite well.

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GOAL 2:

Expand flexibility in decision making approaches.

ACCOMPLISHMENT:

Jim Catania approaches problems differently than I do and he has been very free in discussing his style with me. We schduled one meeting to discuss the impact of collective bargaining issues on decision making at WCTI and Jim's approach to analyzing and dealing with them.

I took a course in organizations at UWM this past semester which helped reinforce basic management theory concepts. In addition, I have been doing some independent reading ('In Search of Excellence', numerous articles).

GOAL 3:

Evaluate my own management style tendency and, with the assistance of other Business Office staff, evaluate performance.

ACCOMPLISHMENT:

I have taken several self-administered tools to identify my style tendencies including the instrument used by Judith Ristow at the March management workshop. In addition, I modified a self-evaluation form and administered it to the Business Office Staff reporting to me asking them to evaluate my style tendencies. I am still in the process of evaluating the results.

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